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ABSTRACT

An evaluation was conducted of educational opportunities offered by in-district alternative education option programs for at-risk students who have dropped out or are at risk of school failure in the Portland Public Schools, Oregon. This interim report describes the evaluation plan, purpose, and methodology, and highlights enrollment, attendance, and achievement data gathered on the in-district alternative programs during fall and winter 2002. Nine high school programs were evaluated using data from a variety of sources. Profiles were prepared for each program to give a status report on program attendance, achievement, and behavioral objectives in the middle of the 2002-2003 school year. Findings show that by and large, the alternative programs are effectively and efficiently serving the special educational needs of a select group of high school students. Without these programs, the district would probably face an even greater dropout rate in the comprehensive high schools. In the second half of the 2002-2003 school year, the evaluators will gather posttest academic achievement and behavioral survey data and will gather attendance and retention information. Baseline achievement test results will be compared to those of spring 2003. Results of this evaluation should help guide the direction of further high school reform initiatives in the Portland Public Schools. (Contains 1 figure, 10 tables, and 9 references.) (SLD)

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Interim Evaluation of In-District Alternative Education High School Programs

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Research, Evaluation & Assessment

Portland Public Schools
February 2003

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Portland Public Schools
2003 Interim Evaluation Report of
In-District Alternative Education Programs

I. Introduction

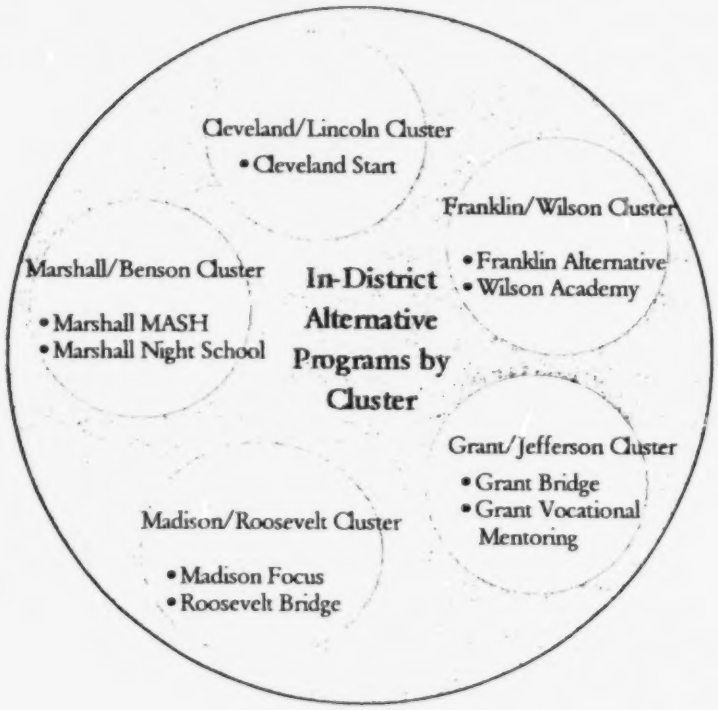
Increasingly, urban schools face the challenge of educating students who for one reason or another don't thrive in a traditional school environment. To meet the needs of these at risk youth, educators throughout the nation are recognizing that alternative education programs appear to be essential to the health of our educational system. The term *alternative education* has many definitions in today's educational literature. Some definitions are broad: "An alternative school is simply a school accessible by choice, not assignment" (Gold & Mann, 1984). For the purposes of this report, the term alternative education is used to denote a program that targets students who are unsuccessful in the traditional school environment (Knutson, 1996). The main mission of the high school alternative programs in Portland Public Schools is dropout prevention, credit retrieval and guiding students toward graduation.

In June 2002, the Portland Public Schools (PPS) Executive Assistant to the Superintendent, Director of Educational Options and the Technical Committee on Program Performance Monitoring asked the Research, Evaluation & Assessment Department (R&E) to conduct an evaluation of the in-district high school alternative education programs. While the alternative programs give an annual report to the Director of Educational Options, an external evaluation of the in-district alternative programs had not been conducted since 1991. The purpose of the study is to gauge the effectiveness of the array of educational opportunities offered by the in-district alternative education option programs for at-risk students who have dropped out or are at risk of school failure. The evaluators also worked with the Educational Options Office and the in-district alternative education staff to prepare *Program Performance Monitoring* forms to assist principals in making determinations about how to staff their programs for next year. This interim report describes the evaluation plan, purpose and methodology and highlights enrollment, attendance and achievement data gathered on the in-district alternative programs during fall and winter 2002. A final evaluation report will be produced in October 2003.

Figure 1 illustrates the nine high school programs that are part of the 2002-03 alternative education evaluation. These programs have been considered by the Board of Education as "alter-

natives" in past budget reviews, and they have been selected for inclusion in this report for that reason.[1]

Figure 1. In-District Alternative Education Programs by Cluster



II. Purpose and Methodology

The evaluation design for the alternative education programs was prepared by Research & Evaluation staff, Educational Options administrators and alternative program staff. These groups posed the following questions: What alternative education opportunities are provided by district high schools to attract and retain students at risk of school failure? How do the in-district alternative programs support students' personal and academic growth with the goal of high school graduation? Which instructional practices contribute to improved student achievement among in-district alternative education students? What factors contribute to the

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[1] This evaluation report does not include over 15 community-based organization schools (CBOS) that serve Portland students who have other types of special needs than those met by the in-district alternative programs. A separate CBOS evaluation is conducted annually by Northwest Regional Educational Laboratory. CBOS alternative schools are not included in this report because the district does not exercise budgetary control over them.

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success of alternative education students in achievement, attendance and credits toward graduation? The evaluation aims to answer these and other questions. We also hope to identify promising practices that are worthy of replication by other in-district alternative programs. The specific evaluation questions are:

1. To what extent are in-district alternative education students showing academic growth in reading and math, including progress toward graduation credits and improved test scores?

2. What is the attendance rate of in-district alternative education students, including the average daily attendance and average daily membership?

3. To what extent are in-district alternative education students increasing pro-social behaviors and reducing problem behaviors? In what ways are students feeling more supported in their alternative education experiences, career planning and job opportunities, if at all?

4. What is the average length of enrollment for students at in-district alternative programs?

5. What characteristics of in-district alternative education programs support students in achieving their highest educational and personal potential?

R&E is collecting a variety of quantitative and qualitative data to answer the evaluation questions and to profile the in-district alternative education programs. During the 2002-03 school year, R&E will gather information from the following sources: educational options database, student master database, monthly alternative program enrollment/attendance forms, pre and post Social Skills Rating System teacher surveys, student achievement on TESA: Technology Enhanced Student Assessments in reading and mathematics and other measures of academic achievement. Interviews and observations will also be conducted to gather other indicators of success from students, staff and parents.

This report describes evaluation activities that were conducted during the first half of the 2002-2003 school year. It presents a status report on the attendance, achievement and behavioral objectives as of the middle of the 2002-03 school year. The purpose of this report is limited to placing before district decision makers three kinds of useful information:

- Profiles of each in-district alternative program (Program Performance Monitoring forms); these are consistently formatted descriptions of each program, its goals, staff, students, operation, cost, and indicators of success (see a sample in Appendix A)
- A preliminary analysis of the overall similarities and differences, strengths and weaknesses of the district's high school alternative programs
- Conclusions to date and issues for further consideration

III. Program Description

The Portland Public School district has a relatively sparse and parsimoniously supported set of nine in-district alternative education programs in secondary schools. Though these programs differ in funding arrangements, locations, services, grade/age spans and other aspects, they all have some of the characteristics generally recognized as key to effective alternative education for at-risk youth. Many operate on a school-within-a-school model that is characterized by personalized attention to students' academic and psychological needs and clear and well-structured expectations. Some of the programs provide credit retrieval or vocational models that are meant to bridge the transition of at risk youth from school to work. Each program has evolved in response to perceived needs in the high schools rather than as a result of comprehensive and systematic planning.

The in-district alternative programs serve the special academic, vocational and psychological needs of potential dropouts. The low level of programming to serve the special needs of these students perhaps partially explains why Portland's high school annual dropout rate was 5.1% in 2001-2002, compared to a state average of 4.9%. It should be noted that only about half of the students who leave the district (and secondary education) without graduating are properly regarded as dropouts since the rest leave to go on to other formal training and education.

The nine district alternative programs typically serve students who have poor attendance and low academic achievement, and who display significant disciplinary, social, motivational and behavior problems. Many students are from distressed home situations. In response, many of the programs provide a family atmosphere, an intimate setting requiring relatively little movement by the students, and standards and incentives for achievement, attendance and behavior. A few programs offer students structured credit retrieval classes to work toward graduation.

The current staffing of the in-district alternative education programs is 23.6 FTE. The total budget for the in-district alternative education high school programs in 2002-03 is $1,501,739. The performance monitoring profiles in Appendix A provide a detailed description of the 2002-03 alternative programs, goals, enrollment, staffing, budget and program impact.

Instruction is usually delivered in shorter time units in three respects, compared to a "traditional" high school. First, the day is often shorter; second, instructional periods are briefer; and third, the length of a course is often shorter, and may vary with the nature of the subject and the level of sustained student interest.

Table 1 shows the grade levels served by each alternative program during 2002-03 and the number of students enrolled at each program on November 1, 2002. At that time, the nine PPS in-district alternative education programs enrolled a total of 735 high school students. The number of alternative students served by individual programs ranges from 34 to 146.

Table 1
Number of Students Enrolled at Each In-District
Alternative Education Program as of November 1, 2002

Program	Grade Levels Served	Number of Students*
Cleveland Start	9-12	41
Franklin Alternative	9-12	136
Grant Bridge	9-11	146
Grant Vocational Mentoring	11-12	34
Madison Focus	9-12	60
Marshall Alternative School House (MASH)	10-12	65
Marshall Night School	10-12	68
Roosevelt Bridge/Credit Retrieval	9-12	62
Wilson Academy	9-12	123
Total	9-12	735

*Note: Data are from monthly enrollment/attendance records provided by each program.

Table 2 shows the ethnic and gender breakdown of students enrolled in the in-district alternative programs as of November 1, 2002. With the exception of Asian American students, minority students are represented at greater rates in the in-district alternative programs than they are in the regular education population at these seven high schools. African American students make up nearly twice as large a percentage of the alternative population as they do of the regular student population for these schools (20% vs. 10%).

In terms of gender, there are a larger percentage of males in the alternative school population as a whole than in the regular education population. Over 57% of alternative students are male, compared to 51% of the student population at the seven high schools. Although African American males are only 10% of the population for these seven high schools, they make up 21% of the alternative program population.

Table 2
Ethnicity and Gender of Students
In-District Alternative Education Programs, as of November 1, 2002

	African American		American Indian		Asian American		European American		Hispanic American		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	54	17.3%	17	5.4%	15	4.8%	191	61.2%	35	11.2%	312	100%
Male	90	21.3%	12	2.8%	27	6.4%	257	60.8%	37	8.7%	423	100%
Total	144	19.6%	29	3.9%	42	5.7%	448	61.0%	72	9.8%	735	100%

III. Preliminary Findings

This interim evaluation report covers the data collected during semester one, 2002-2003.

Program Performance Monitoring

A Technical Committee on Program Performance Monitoring under the leadership of the Executive Assistant to the Superintendent met during spring and summer 2002 to design a uniform template for school and program information. A sample program performance monitoring (PPSM) form is in Appendix A. This PPM form describes the statistics for one of the in-district alternative programs. As the evaluation continues this spring 2003, the evaluators will prepare program performance monitoring forms for all the in-district alternative programs.

School Attendance

Table 3 shows enrollment, class load and absence information for the students in the nine in-district alternative programs this past fall. The numbers are only for students who were enrolled in one of the programs for the entire month of October, November, or December of 2002. For the purposes of this table, students who entered or left a program during a particular month were not counted for that month. The number of students who were enrolled during the whole month dropped by 111 students from October to November but remained stable from November to December. About half of the students included in the table (297 for October, 279 for November, and 281 for December) were enrolled in only one in-district alternative class during this three-month period. The remainder were enrolled in more than one such class. As the table shows, the average number of in-district alternative class periods these students were enrolled in was 2.5. In October, 152 of the 678 students attended all of their in-district alternative classes. Even though there were far fewer school days than in October, the number of students with perfect attendance decreased to 133 in November and 119 in December. An average of 123 students missed 10 or more class periods each month.

Table 3
Number of Students Enrolled at Each In-District Alternative Programs for the Whole Months of October-December 2002, Class Load and Absentee Rates

	October 2002	November 2002	December 2002
Number of students enrolled in in-district alternative Program for the whole month	678	567	562
Average number of in-district alternative class periods Enrolled in for the month (range 1 to 7)	2.5	2.5	2.4
Average number of in-district alternative class periods missed during the month (range 0 to 66)	7.0	6.4	6.1

Student Achievement

TESA PRETEST RESULTS IN READING AND MATHEMATICS. Table 4 shows the mean RIT scores for the in-district alternative students from four of the programs that administered the Technology Enhanced Student Assessment System (TESA) reading and math pretests in fall 2002. For purposes of this interim report, the evaluators compared RIT scores of 10th grade alternative education youth in fall 2002 with 11th grade scores from the spring 2002 assessment since these groups would be most comparable. A comparison of the mean RIT scores for 11th grade alternative students on these pretests with the mean scores of all 10th graders tested at those four schools in the spring of 2002 shows the alternative students performing at lower levels (226.9 vs. 239.2 in reading and 226.0 vs. 238.2 in math) than regular education students. The achievement data also shows that the mean scores of the 11th and 12th graders are similar to the 10th graders scores. This result reinforces the fact that these are struggling students who aren't making "normal" progress in school.

Table 4

Student Achievement, Fall 2002 TESA Pretest*

	Number of Students	Reading Mean RIT Score	Number of Students	Mathematics Mean RIT Score
Grade 10	47	228.6	47	228.9
Grade 11	53	226.9	58	226.0
Grade 12	58	228.2	61	227.1
Total	158	227.9	166	227.3

* Note: Eight of the nine programs took part in achievement testing in fall 2002. Students in four programs took the state TESA tests and four programs administered the GST tests to their students.

Table 5 shows students' reading and math achievement by performance level for the four programs. Again for this interim report, the evaluators compared spring 2002 sophomores and fall 2003 juniors as the most comparable groups. Although these numbers are not broken down by grade level, a comparison of the percentage of 11th graders from the four alternative programs who met or exceeded the benchmark from the alternative programs to the percentage of all of the 10th graders at these four schools who met or exceeded in the spring of 2002, indicates a lower level of achievement for the alternative students. For both reading and math, only 12.8% (6 of 47 students) of the 11th grade alternative students met or exceeded, while 55.7% (683 of 1227 students) of all of the 10th graders at these four high schools met or exceeded the state standards in reading and 47.1% (581 of 1233) met or exceeded in math. Again, this data offers reinforcement for why these students are in need of these alternative education programs.

Table 5

Reading and Math Achievement by Performance Level on TESA Pretest, Fall 2002

Assessment	Exceeds	Meets	Nearly Meets	Low	Very Low	Total
Reading						
Program 1	1	1	4	16	0	22
Program 2	0	3	10	24	0	37
Program 3	0	3	11	20	0	34
Program 4	1	7	17	40	0	65
Total	2	14	42	100	0	158
Mathematics						
Program 1	0	1	5	12	4	22
Program 2	0	2	12	21	4	39
Program 3	0	1	16	19	4	40
Program 4	0	7	26	30	2	65
Total	0	11	59	82	14	166

GRADE POINT AVERAGES AND CREDITS TOWARD GRADUATION. Table 6 shows mean grade point averages (GPA) earned by in-district alternative education students during semester one of 2002-03 and their cumulative high school GPA by grade level. GPA and course credits earned information were not currently available in the district's student information system for all students from the in-district alternative education programs, so only students with data are included in the following two tables. The reason for the missing information is unclear; it may be that in-district alternatives need to submit these data on a more regular basis to the Information Technology Department or it may be an issue with the transfer to the district's new electronic student information system. The mean of 2002-03 first-semester GPAs of 10th graders is the lowest at 1.84, and 12th graders had the highest mean (2.44). Although the mean GPAs for first semester are higher for the same two grade levels of regular students at these high schools (2.42 and 2.71, respectively), they follow a similar pattern.

Table 6

In-District Alternative Students' Grade Point Average (GPA), Semester 1 2002-03 and Cumulative High School GPA

	Number of Students	Mean GPA	Mean Cumulative GPA
Grade 9	102	2.12	2.08*
Grade 10	164	1.84	1.85
Grade 11	138	2.09	1.80
Grade 12	170	2.44	2.06
Total	574	2.13	1.94

* Cumulative GPA data for freshman includes students who repeated grade 9.

Table 7 shows the number of credits earned by in-district alternative students by grade level during semester one, 2002-03. Portland Public School high school students need to have 22 credits to graduate from high school and typically earn 6 credits each year. Although the number of credits earned by alternative students is generally lower than the regular education population at these schools at each grade level, most in-district-alternative students appear to be on track to earn enough credits for graduation by the time they finish their senior year. In the final evaluation report, we will aim to provide information on whether these students have the correct credits in required subject areas that are necessary for graduation.

Table 7
Credits Earned Semester 1, 2002-03 and Cumulative Credits Earned

	Number of Students	Average Credits Earned	Average Cumulative Credits
Grade 9	102	3.16	3.79
Grade 10	164	3.04	9.29
Grade 11	138	2.88	14.66
Grade 12	170	2.59	20.44
Total	574	2.89	12.90

Student Behavior

SOCIAL SKILLS RATING SYSTEM. The Social Skills Rating System (SSRS) developed by American Guidance Services was used as a consistent measure of students' social behavior across all the alternative programs. The SSRS is a nationally normed assessment of a student's social skills, problem behaviors and academic competence. In fall 2002, alternative education teachers completed the SSRS pretest for a stratified random sample of 325 students; the posttest will be conducted in April-May 2003.

Table 8 shows the results of the Social Skills Rating System pretest conducted in November 2002. Overall, adolescent females and males were rated similarly on social skills (57% were reported to have an average level of social skill). On the problem behaviors scale, 32% of females were rated as having more problem behaviors than their male counterparts (13% rated as having more problem behaviors). Similarly, on the academic competence scale alternative education program teachers rated 43% of their young women as being below average academically as compared to one-third of the male alternative students.

Table 8

Teacher Ratings of Female and Male Students' Social and Academic Behavior on the Social Skills Rating System Pretest, Fall 2002

	Females			Males	
Scale	N	Percent	Scale	N	Percent
Social Skills			**Social Skills**		
Few skills (1-13 percentile)	42	30.9%	Few skills (1-14 percentile)	54	28.4%
Average skills (14-84 percentile)	77	56.6%	Average skills (15-82 percentile)	108	56.8%
More skills (85-99 percentile)	17	12.5%	More skills (83-99 percentile)	28	14.7%
Problem Behaviors			**Problem Behaviors**		
Few problems (1-15 percentile)	24	17.8%	Few problems (1-15 percentile)	43	22.6%
Average problems (16-84 percentile)	68	50.4%	Average problems (16-84 percentile)	122	64.2%
More problems (83-99 percentile)	43	31.9%	More problems (85-99 percentile)	25	13.2%
Academic Competence			**Academic Competence**		
Below average (1-16 percentile)	59	42.8%	Below average (1-14 percentile)	67	33.3%
Average (17-81 percentile)	74	53.6%	Average (15-84 percentile)	127	63.2%
Above average (82-99 percentile)	5	3.6%	Above average (85-99 percentile)	7	3.5%

FACTORS INFLUENCING DROPOUT/EARLY LEAVER RATES IN HIGH SCHOOLS. The personal and societal ramifications of school failure are well documented in terms of higher unemployment, lower lifetime earnings and higher costs to the community (Knutson, 1996; Raywid, 1994). If high schools are to be successful with at risk youth, they need to not only boost achievement and help students to remain in school and graduate, but they also need to send students into the world better prepared for employment, parenthood, community participation and further education and training. This is the outcome that individual students deserve and it is the ultimate goal of the in-district alternative programs.

Data for this section on dropout factors is for the entire student population (regular and alternative education students) in the seven high schools that had in-district alternative programs during 2001-02. Table 9 shows the student enrollment, number of dropouts and the dropout rate for the high schools. The average dropout rate was 5.2% for the high schools in 2001-02.

Table 9

Dropout Rates for High Schools in 2001-02

School	Enroll Oct 01	Dropout Number	Dropout Rate
Cleveland	1366	70	5.1
Franklin	1470	78	5.3
Grant	1798	71	3.9
Madison	1204	58	4.8
Marshall	1222	94	7.7
Roosevelt	1141	70	4.3
Wilson	1644	70	4.3
Total	9845	511	5.2%

Data is from *Dropout Rates in Oregon High Schools, 2001-02* by Oregon Department of Education.

Table 10 shows some of the circumstances of students who dropped out or withdrew from the seven comprehensive high schools. Some of the most common reasons students from these schools gave for leaving were, "Lack of parental support for education," "Does not speak English well or at all," and "Working more than 15 hours a week."

Table 10
Reasons for Dropout or Withdrawal from High Schools in 2001-02

School	Circumstance upon withdrawal							Former dropout returned
	Left w/o notice	Home schooled	Joined military	Alterna-tive Ed	Migrant	Expelled	No Response	
Cleveland	18	0	0	5	0	1	45	5
Franklin	10	0	1	2	0	2	63	6
Grant	22	0	0	2	0	1	44	3
Madison	24	1	0	0	1	24	7	7
Marshall	0	0	0	6	0	0	82	20
Roosevelt	12	2	0	1	2	10	88	11
Wilson	20	4	0	0	0	1	43	2
Total	106	7	1	16	3	39	372	54

Data is from *Dropout Rates in Oregon High Schools, 2001-02* by Oregon Department of Education.

What the Students Say

Students in some of the programs were asked to write about what their alternative program has meant to them. Here are some excerpts from in-district alternative education students:

- *When I first entered this program I really didn't know what to expect. Now I think back over all I have accomplished. I have accomplished more than I ever expected and with everyday I hold myself higher and know I will keep reaching higher goals.*
- *It's the caring and consistent push from the teachers that helped me. They made me start to realize the importance of all the small things that add up to be part of my life.*
- *This program has helped me come out of my shell of bad self-confidence. It has helped me in school and on the job. I had a 3.8 GPA in the first quarter this year. Now I know that just because I got bad grades in the past, does not mean that I should stop trying to reach my goals.*
- *I think this program has opened a new beginning for my life and set me on the right track. It has led me to set higher goals for myself and given me hope of graduating. Graduation, which was once looking very slim, has now turned into a sure thing.*
- *If I did not have this program, I would most likely be on the streets. Now if you ask me, I am feeling closer to my goal of graduation.*

- *The program is helping me get closer to getting good grades. I might not be quite there yet, but if it weren't for this program and the teachers I would be flunking out of school. Last year I met most of my goals. This year I am focusing on the future.*

V. Summary and Next Steps

During 2002-03, an evaluation of the in-district alternative education programs in PPS high schools is being conducted by Research & Evaluation. The evaluators looked at the nine in-district alternative programs to measure students' academic progress, attendance, retention and behavior. By and large, the alternative programs are effectively and efficiently serving the special educational needs of a select group of high school students. Without these programs, the district would probably face an even higher dropout rate in our comprehensive high schools.

During the second half of the school year, the evaluators will gather posttest academic achievement and behavioral survey data. Attendance/retention will be tracked each month and we will conduct interviews with a sample of teachers and principals to determine the instructional strategies, satisfaction with the programs by students and families, perceptions of the impact of the program on student learning and other related issues.

Achievement results on the state TESA test indicate that alternative education juniors had an average RIT score of 227 in reading on the fall 2002 pretest compared to 239 RIT points for regular education by sophomores in spring 2002. In math, the mean RIT score for the alternative education juniors was 226 in fall 2002 compared to a mean score of 237 for regular education sophomores in spring 2002 on the state assessment.

The results of the *Social Skill Rating System (SSRS)* are an interesting comparison to the student achievement data. Alternative education teachers rated their female and male students equally on social skills with 57% rated as having average social skill competence. On the problem behavior and academic competence subscales though, teachers rated a larger percentage of young women as having more problem behaviors than their male counterparts.

Discussions with alternative education teachers and students have identified some preliminary suggestions for program improvement. It has been more than a decade since rigorous evaluation data was gathered in the in-district alternative programs. Accordingly, staff believe this information is critical in maintaining alternative education resources within the comprehensive high schools. One of the preliminary outcomes of the evaluation to date is that in some cases alternative program teachers are meeting more regularly to discuss the needs of individual students. The in-district alternative staff have also indicated more interest in periodic meetings to discuss what works in their programs and share instructional strategies. In-district alternative

education students report that these programs have opened a new beginning in their lives and set them on the right track. It has led them to set higher goals and given them renewed hope of earning their high school diploma.

In fall 2002, Oregon Department of Education staff sampled a number of Oregon alternative high schools to ask why their school works for them and why students stay in school. The researchers summarize their study by stating that to keep students in school, educators need to *create a school environment that students are attracted to and do not want to leave.* The ODE Dropout Rates in Oregon High Schools, 2001-02 report identified eight key findings for alternative school that are certainly applicable to the PPS in-district alternative education programs:

- Students want respect and acceptance for who they are and what their abilities are.
- High school students have not outgrown the need to be cared for.
- Students have a life outside of high school. This must be taken into account.
- Students will have a life after high school. They need guidance in figuring out what they want to do, what they can do, and how they are going to do it.
- Students learn at different rates and in different way. They need staff who are patient with their learning and will persevere with the student until learning has occurred.
- If high expectations are given to students, they will meet them, given necessary and appropriate support.
- High expectations translate into high goals.
- Success in school creates school spirit and a pride of place.

In the words of a student, "Respect me for who I am, require me to do my best, and give me the help I need to achieve it."

We trust that the results of this interim evaluation will help to guide the direction of further high school reform initiatives by showing what works with at-risk high school youth in Portland Public Schools. A final evaluation will report the findings of this study in early fall 2003.

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APPENDIX A

Sample Program Performance Monitoring Form
PPS In-District Alternative Education Program

Program Performance Monitoring

School Year: 2002-03

1. GENERAL PROFILE

Name: Grant Vocational Mentoring

Type: Alternative Education Option

Address: 2145 NW Overton, Portland, OR 97210

Contact Person: Juanita Moore and Wynona Jackson-Lowe

Administrator: Toni Hunter

Contact Phone: 503-413-7287 ('Nita), 503-413-7285 (Wynona)

Purpose / Target Population

Purpose of Program: The Vocational Mentoring Program was implemented to retain at-risk juniors and seniors and ultimately help them graduate from high school.

Target Population: Program candidates include high school juniors and seniors who are at risk of dropping out of school and who require individual assistance and a small school setting to graduate.

Mission/Statement of Philosophy

Vocational Mentoring believes that all students can be successful in high school when provided with instructional strategies appropriate to their individual needs. The mentoring provided to students in the program by hospital employees and the opportunity to participate in a work setting motivates students and provides them with an authentic purpose for learning.

Program Description

Grade Levels Served: Grades 11-12

Age Levels Served: Ages 16-18

Days/Hours of Instruction: M-F., 9-11 AM or 12:30-2:30 PM

Average Experience of Staff: 22 years

Entrance/Exit Criteria: Application, interview, at least 10 credits, at least 16 years old, two-year commitment. If a student's GPA falls below 2.0, he or she is referred to a different alternative program.

Description of Program, e.g., curriculum, course offerings, staffing:

- Offers a setting with high accountability and structure.
- Teaches to learning styles and multiple intelligence levels, providing individualized instruction and attention.
- Provides supplemental instruction in conflict resolution, problem solving, and effective communication.
- Provides many school-to-work activities resulting in a greater buy into the academic skills needed to be successful
- Encourages greater parent/guardian involvement via frequent phone calls, written communication and open houses.
- Encourages students to pursue post-secondary education.

Partnerships: Legacy Health System (Good Samaritan and Emanuel Hospitals)

Scope and Services

Program Capacity: 40

Waiting List: Yes No

Number of Students Served Last Year: 40

Average Length of Stay (# of Days) Last Year: 2 years

Average Number of Credits Earned Last Year: 4

Number of Students Receiving High School Diploma Last Year (Standard Diploma/Modified Diploma): (100% Standard Diplomas)

Number of Students Receiving GED Last Year: None *

Number of Students Receiving CIM Last Year: *

* This information will be available when eSIS is up and running.

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2. STUDENT PROFILE

Service Population

Gender

	Grant Vocational Mentoring	PPS Alternative Programs
Female	42.9%	42.4%
Male	57.1%	57.6%

Ethnicity

	Grant Vocational Mentoring	PPS Alternative Programs
African American	57.1%	19.2%
American Indian	2.9%	4.3%
Asian American	2.9%	5.8%
European American	34.3%	61.1%
Hispanic American	2.9%	9.6%

Enrollment Summary

	SY '98	SY '99	SY '00	SY '01	SY '02
October 1 Enrollment	00	00	00	00	40
Average Daily Membership	0.0	0.0	0.0	0.0	0.0%
Average Daily Attendance	00.0%	00.0%	00.0%	00.0%	0.0%

*Student Achievement**

	Reading		*Mathematics*		*Science*		*Math Problem Solving*		*Writing*	
	N	%	N	%	N	%	N	%	N	%
Exceeds	0	0%	1	5.0%	1	4.2%	0	0%	0	0%
Meets	4	13.8%	0	0%	5	20.8%	5	23.8%	3	10.0%
Nearly Meets	15	51.7%	11	55.0%	4	16.7%	1	4.8%	17	56.7%
Low	10	34.5%	8	40.0%	12	50.0%	8	38.1%	10	33.3%
Very Low	0	0%	0	0%	2	8.3%	7	33.3%	0	0%

*Oregon Statewide Assessment, Spring 2002, Tenth grade students

	Work Samples		
	Writing	*Math*	*Speaking*
Number of Work Samples Attempted Last Year	*	*	*
Percentage of Work Samples Meeting Standard Last Year	*	*	*

* This information will be available when eSIS is up and running.

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3. BUDGET PROFILE

General Fund Budget

	Adopted '02	Current '02
Budget	$13,450	$13,450
FTE	2.0	2.0

Direct Cost per Student

Grant Vocational Mentoring	$13,450 (program budget only)
PPS Alternative Average	$0,000

Staffing—FTE

Alternative Education Funded	2.0
School-based Earned General Fund	0.0
Grant Funded	0.0
ESL/Bilingual	0.0
Special Education	0.0
TAG School Support (FTE Equivalent)	0.0
Total	2.0

Budget Categorization

Is the program supported by General Fund?	Yes ☒	No ☐
Is the program supported by Grant Funds?	Yes ☐	No ☒
Is the program Formula Funded?	Yes ☐	No ☐
Is the program an Approved Addition?	Yes ☐	No ☐

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